

PHONOLOGICAL AWARENESS LESSON

Sample Lesson Plan for English Language Activities

BLOCK 1 – INDEX

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
PP2	Literacy/English Language Activities	# ____	MM/DD/YYYY	# ____	__ : __	# of girls	# of boys

BLOCK 2 – GUIDING PRINCIPLES

Strand	Listening
Sub-Strand	Phonological Awareness (auditory discrimination)
Essence Statement	The listening skills employed in this lesson will introduce learners to rhyming, a key phonological awareness skill.
KIQ Key Inquiry Question	What are rhyming words? What kinds of texts have rhyming words?
Specific Learning Outcomes a) Know how to... b) Be able to demonstrate... c) Have an appreciation for...	a) Recite letter sound rhymes and songs. (Nursery rhymes). b) Differentiate closely related letter sounds in and out of school. c) Independently rhyme sounds and words outside of the lesson and classroom context.
LTK+ ABRA	ABRA: Rhyme Matching (8 cards, "I can move like a...")
Other Learning Resources	Prepare the following material in advance Print Student Story: "Animal Antics".

	Create word flashcards: snail/pail, frog/log, mouse/house, fish/dish, ant/plant, crab/grab, bee/see.
Learning Organization - Learners work in pairs on the LTK+ to enhance a skill - Learners use this skill in pairs and engage in an oral activity - Game in groups	- Learners participate in a group lesson on rhyming. - Learners work in small groups at three assigned learning stations to reinforce phonological awareness. - Learners practice rhyming with their pairs to create silly songs.

BLOCK 3 – LESSON DEVELOPMENT

This is where you can tie in core competencies, values, and PCIs.

Review of Previous Lesson Suggested time: 7 minutes	Begin the lesson by reading the story: “Animal Antics.” It is available as a PDF on the Teacher Site or directly in the ABRA software under <i>Reading</i>. The activity is called <i>Student Stories</i>. You can select a Canadian, Australian or Kenyan accent for the audio. Read the story to the learners or have the software read the story by clicking on the green bird.
Introduction Suggested time: 10 minutes	Lead the class in song. (Some examples: “Row, row, row you boat,” “Itsy bitsy spider,” “I’m a little teapot”). Explain to learners that this song contains rhyming words. These words sound the same at the end. Write a series of three letter words on the board. Some examples: hog, jog, log and hip, lip, sip. Ask learners to repeat after you then ask for volunteers to read the words aloud on their own. Ask learners what they notice about the words and specifically the ending sound. Explain that these are rhyming words. Ask learners to recall words that rhymed from the story. Raise the word flash cards you created as learners shout out the words: snail/pail, frog/log, mouse/house, fish/dish, ant/plant, crab/grab, bee/see. <i>*some rhyming words in the story are a bit more complicated: spider/her, tortoise/us.</i>



	**talk to the learners about the surprise ending with rabbit and carrot not rhyming. Ask learners what makes us think that these words are similar? (Both words end with a /t/ sound).
Lesson Development Suggested time: 10 minutes Step1, Step 2...	Step 1: Open the ABRA software and select the activity <i>Rhyme Matching</i>, connect to the story “I can move like a...”, and 8 cards. Explain that the words behind the red window shutters have a rhyming pair. Step 2: Listen to the software as a class. Ask for volunteers to come up to the software and select two window shutters to hear new words. Learners can give the volunteer help by giving a thumbs up if the word rhymes and thumbs down if the words don’t rhyme. Step 3: After a few times, invite the group to answer aloud as a class. Step 4: Be sure to model a few errors so learners know how to follow along with the software.
Differential Learning: Learning Stations Group 1, Group 2... Suggested time per station: 6 minutes *See lesson plans for suggested activities, however the teacher can use alternative activities available to them.	Group 1: Learners take turns signing into the software and selecting <i>Rhyme Matching</i>, “Rhyme Matching” and 4 cards. In small groups, learners take turns matching the rhyming words hidden behind the windows. If the software is unavailable, provide learners with audio of a song they are familiar with. For example: “Row, row, row your boat,” “Itsy bitsy spider,” “I’m a little teapot.” Ask learners to identify as many rhyming words as they can. Group 2: Provide learners with pages 1, 3, 4, 7 and 10 of the story “Animal Antics.” Encourage learners to identify the two elements in the image that rhyme. For a challenge, provide learners with the word cards from the introduction activity and have them select the two words from the pile that match. Group 3: Learners work in pairs to create a silly rhyming sentence using the word ‘cat’ and ‘mat’. Ask learners to come up with another rhyming word. (Some possible words: fat and rat, man and pan). Then, invite learners to create a sentence using the words and draw a silly picture if time permits.



Conclusion Suggested time: 5 minutes	Complete the lesson by singing a rhyming song that learners are familiar with. Once you model the song, have learners repeat after you. Here is an example of a song: <i>Five little monkeys jumping on the bed One fell off and bumped his head</i> <i>Mama called the doctor and the doctor said "No more monkeys jumping on the bed!"</i> <i>Four little monkeys jumping on the bed One fell off and bumped his head</i> <i>Mama called the doctor and the doctor said "No more monkeys jumping on the bed!"</i> <i>Three little monkeys jumping on the bed One fell off and bumped his head</i> <i>Mama called the doctor and the doctor said "No more monkeys jumping on the bed!"</i> Once you have modelled the song once, continue singing with the learners but be silent at the rhyming words to make sure learners are able to identify the rhyming words on their own. *the song above is simply an example, you are encouraged to use a rhyme or song that learners are familiar with, such as: "Row, row, row your boat," "Itsy bitsy spider," "I'm a little teapot." Feel free to use another rhyming song. If your learners are beginning English learners, consider using a song or rhyme in Kiswahili or their mother tongue.
Learner Reflection	Learners sit with their group from Learning Station 3 and share their sentence and picture with the class. Invite the audience to raise their hands when they hear the rhyming words.
Extended Activity	Invite learners to come up with a rhyming song on their walk or bus ride home from school and share during the next lesson.

Summary Statement	Rhyming words share the same ending sound and can be used to create songs and identify similar words in texts.
Assessment	Take notes during the short student performances of silly songs. Were learners able to accurately pair rhyming words and create a short song? Do learners need support on this subject? Was the audience easily able to identify the rhyming words? Can I bring in a piece on ending sounds (for example ABRA's <i>Word Matching</i>) at the next lesson?
Self-Reflection (Week 1) *this section you fill in on your own	<i>Here is a sample question to guide your reflection:</i> <i>What was the strongest element of this lesson? The weakest? Give at least three reasons for each.</i>
Self-Reflection (Week 2) *this section you fill in on your own	<i>Here is a sample question to guide your reflection:</i> <i>If you were to redesign an introduction lesson on rhyming, what would you do differently?</i>
Peer Reflection (Week 2) *this section is completed by a peer	Peer Feedback Activity <i>Share this lesson with a fellow teacher and complete the activity below for both of your lesson plans.</i> <i>Share two stars (strong points) from the lesson and two wishes (areas to improve on).</i> <i>Record the feedback below:</i> Stars (strong points) 1. 2. Wishes (areas to improve on) 1. 2.
Self-Reflection after feedback *this section you fill in on your own	<i>How will you incorporate your peer feedback into your lesson? If you won't, explain why.</i>